DOCUMENT RESUME

ED 191 229 EC 124 591

AUTHOR	Connelly, Katherine
TITLE	Handbook for Parents of Speech Handicapped Children: Home and School Services for Handicapped Children 0-5.
INSTITUTION	Magnolia School District 14, Ark.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	78
GRANT	G007602078
NOTE	25p.
AVAILABLE FROM	West Side School, P.O. Box 428, Magnolia, AR 71753 ($3.00)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Articulation Impairments; Child Development; Delayed Speech; Hearing Impairments; Infants; *Language Acquisition; Preschool Children; *Speech Handicaps; *Speech Improvement; Stuttering
IDENTIFIERS	Parent Materials

ABSTRACT

Intended for parents of children with speech problems, the booklet describes specific types of speech disorders and provides suggestions for stimulating improved speech. The following types of speech disorders are addressed: delayed speech, articulation, stuttering, and hearing disorders. The developmental sequence of language is discussed, and a brief bibliography (five citations) is appended. (CL)

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ED191229

ANDBOOK FOR PARENTS

OF

SPEECH HANDICAPPED CHILDREN

By

Katherine Connelly

HOME AND SCHOOL SERVICES

FOR

HANDICAPPED CHILDREN 0-5

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Published by

Magnolia Public Schools

Magnolia, Arkansas

Carlton Hasley, Superintendent

1978

EC 124591

MAGNOLIA HOME AND SCHOOL SERVICES

Funded By

Handicapped Children's Early Education
Assistance Program
Department of Health, Education and Welfare
U. S. Office of Education
Bureau of Education of the Handicapped
Grant No.: G007602078

Consultant:
Louise Phillips

Illustrations:
Ann S. Downs

Layout and Typing By
Linda Schmidt

Additional Copies May Be Purchased

For $3.00 From

West Side School

P. O. Box 428

Magnolia, Arkansas 71753

FOREWORD

The Magnolia School District in cooperation with the Bureau of Educationally Handicapped has developed a program of home and school services for handicapped children ages 0 - 8. Speech and hearing problems are included in the program. As we worked with these children, teachers and parents became increasingly aware of the role of the classroom teacher and the parent in the improvement of speech. Parents working with little or no professional help became aware of the need for a compilation of helps at a simple level for their use. Mrs. Connelly, with the help of classroom teachers and parents, developed this handbook of practical information and suggestions. It is our hope that it will be as useful to others as it has been to us.

Louise Phillips, Director
Home and School Services
Magnolia School District

FEB 1 3 1990

PREFACE

Parents:

Do you wonder if your child has a speech problem?

Do people often ask him to repeat what he says?

Can the family understand him?

Can outsiders understand him?

Does he not talk much?

Do other children tease him about the way he talks?

This pamphlet is written to be of assistance to you in coping in everyday situations with a child whose speech is not easily understood.

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DESCRIPTIONS OF SPEECH PROBLEMS

Children may have different types of speech problems. Listed here is a description of the characteristics of each of the ones discussed in this pamphlet.

DELAYED SPEECH

This child may use only one or two words or be unusually slow developing a usable pattern (me go), (me want), or lack the ability to express his thoughts and desires in words.

ARTICULATION

This is the most common speech problem. Some children with an articulation problem omit a sound. For example, they may tend to say "at" for "sat"; "pen-i" for "pencil"' "dret" for "dress". Still other children with an articulation problem are very close to correct speech, distorting the sounds very little. They tend to say such things as "that" for "sat"; "pen-thil" for "pencil"' and "dreth" for "dress".

STUTTERING

Some children lack the smooth rhythm of speech in that it is broken by hesitations, repetitions, and/or prolongations of speech sounds, syllables, words and phrases; m-m-m-may; but-but-but I can't. I will, I will, I will, I will - I will go.

HEARING DISORDERS

This involves a functional or physical loss of hearing and resultant speech delay.

DEVELOPMENTAL SEQUENCE OF LANGUAGE BEHAVIOR

It may be difficult for you as a parent to know if your child has a language problem until you know what's normal. This table below will give you an idea of how language normally develops.

TABLE I

DEVELOPMENT OF LANGUAGE BEHAVIOR

AGE LEVEL	LANGUAGE BEHAVIOR
1 month	Small throaty sounds
4 months	Coos, laughs; vocalizes socially
9 months	Crows, vocalizes eagerness; listens to own vocalization
10 months	Says one word; heeds his name
1 year	Says two or more words
2 years	Uses phrases; understands simple questions
3 years	Talks in simple sentences; answers simple questions
4 years	Talks all the time; asks why, how; many grammatical mistakes; understands prepositions
5 years	Speaks without infantile articulation; talks constantly; uses "I think."

"I forgot." Now he really seeks information.

6 years — Calls names, threatens, argues contradicts; Stuttering sometimes appears (mostly in boys). likes big words

7 years — Uses slang and cliches; interested in meaning and spelling of words; uses silence as well as language to express his opinions

8 years — Talks a great deal; exaggerates, boasts; uses language almost as an adult does; loves code language with friends; Telphones's more important to him. verbalizes ideas and problems; good grammar and pronunciation

9 years — Doesn't talk as much as he did at eight; may return to poor grammar; considerable verbal criticism of parents; expresses subtle and refined emotions, such as disgust

DELAYED SPEECH

The best way to help a child learn to talk is for you to talk with him. So many "talking times" present themselves during your daily routine. Talk while cooking. "Put the flour in the cake." "Get me an egg, please." "Where is the milk?" Talk while driving. "See the big truck." "I see a red bird, do you?" "Find a tree." Talk while dressing him. "Here are your socks." "Where are your shoes?" "Pull up your pants." Talk while grocery shopping. "Bring me the soap." "I need some bread." "Where's the butter?" Talk together about T V shows and pictures in books.

Remember!!! He understands many words before he uses them. As he learns the names of things, people, and events in his world, his need for information about them will grow. "This is a dog." "The dog is black and white." "The dog is big." "A baby dog is called a puppy." "A dog likes to run and bark." Introduce him to new words and talking experiences often.

Parents, encourage your child to talk for himself. It's so easy to make it unnecessary for him to talk. When he points and/or grunts, he gets his cookie, so why should he talk. If this is the pattern you've already established, it must be changed. Ask him to say "Cookie". When this is achieved, ask him to say "I want a cookie." The development of speech is very slow --- so be patient. Praise all his efforts to learn language and critize not at all.

Remember, for a child to learn speech, he must hear speech and have many opportunities to talk.

ARTICULATION

Does your child have trouble making some of his sounds? For example does he say:

"tookie" for "cookie"?
"fum" for "thumb"?
"wun" for "run"?
"wost" for "lost"?

When a child makes one or more of these errors, we consider him to have an articulation problem.

If you feel the problem is severe (speech can usually not be understood) try to find a speech therapist. Your doctor or school system may be able to help.

There are many things that you as his parent can do to help him.

1. Choose one sound that you hear incorrectly said, and begin work on it.

EXAMPLE:

Child: "I want a 'tookie'."

Parent: "You want a cookie." (Say nothing more and give him the cookie.)

LATER

Child: "I want a 'tookie'."

Parent: "You want a cookie. Say 'cookie' the way I do. Cookie."

Child: 'Tookie'

Parent: "Try just the sound 'K'."

Child: 'T'

Parent: 'K'

Child: 'K'

Parent: "Good try. I liked that. Let's put that 'K' into a word. Cookie."

Child: 'Cookie'

Parent: "I liked the way you said that."

Your child may not change his way of making the sound as quickly as in this example, but it will give you an idea of how to handle it.

2. Do not correct the sound every time you hear it mispronounced. Begin with four corrections a day.

Remember, your child will be able to produce the sound alone before he can use it in a word. His speech has become a habit so changing it will be slow.

3. Do not attempt to work on speech sounds if it's a bad day for you or your child.

4. Allow him to talk for himself.

5. Remember he may be sensitive about being asked to repeat, so be gentle. Explain to him that you and others really want to understand what he says.

6. Stick to the sound that you choose for at least two weeks. If no change is noted, pick another sound.

7. Praise all tries at changing his speech. Encourage! Encourage! Encourage!

It will be easier for you to have a scheduled time to work on speech - never at bedtime or meal time. Many of these games may be played by the whole family, but some will work better if just Mom or Dad and child play. When you begin to work on his sound, use only two minutes or so. Don't let him get tired or bored before you quit. You want him to look forward to the next lesson.

In the games listed, the sound s will be used to illustrate.

1. Pictures: Choose pictures with his problem sound to talk about. For example, choose "sun", "soup", and "sandwich". Say the three words. Help him to hear that they start with the same sound. Say the sound alone. How does your mouth look when you say the sound? Ask your child to repeat. Do this several times. Now try it in the word. Can he do it? Did you show him where your tongue is? Did he try? Praise every try that can be praised, but don't tell him it is good if it is not - just tell him you like to see him trying so hard. Now talk about the pictures. For example, "What do you know about the sun?" "What color is it?" "What shape is it?" "Where is it?" "What does it do for us?" Is it big?" "Is it near?" "Do we see it when it rains?" "Where is it then?", etc. Do this with all the words. Ask him what sound you talked about today. If he forgets, tell him. Remember, call the sound by the sound name - not the letter name.

2. Scrapbooks: Make a scrapbook of pictures you have worked on. Let him look through magazines and catalogues discussing the pictures while looking for s words. Remember the letter c sometimes makes the s sound; for example, in "ceiling", "certain", and "cereal". It's the sound you're working on and not the spelling. Ask him if the picture of candy has the s sound in it. Try sometime to trick him. Have fun with the lesson.

3. Work With Objects: Select four to six objects according to the child's age and ability, and line them up on a table before you. All of the objects should begin with the sound he is working on. Name the objects; describe them; count them; talk about their colors. Discuss that they all begin with his sound. Can he hear it? After making sure he can name everything in the line, tell him, "Close your eyes." Then you take one off the table and hide it in your hand. Tell him "Open your eyes." and ask, "What's missing?" When he guesses, let him have a turn. This is a good family game.

4. Store: To play store you can use real items or pictures of items for him to "buy". Let him use pennies to pay for his purchases. (Remember, the word "sugar" starts with the sh sound, not the s.) "Will you sell me some bread?" "Thank you." "How much does it cost?" "Here are two pennies." These are some of the speech responses that you can use playing this game. Think of more that might have this sound in them.

5. Puzzles: Talk about the picture on the puzzle. "What colors are there on the puzzle?" "How many pieces?" Good speech responses for this game are: "May I have a piece?" "Let me have this." "May I put this in?" "Thank you." Adapt the speech responses to the sounds you

need. Some days it is good to use a sound the child isn't having trouble with so he can easily succeed in the lesson.

6. I Spy: Tell him, "Close your eyes." and then you hide some object beginning with his sound and tell him, "Open your eyes." When he finds the object, let him say, "I spy the soap", or whatever. Then it is his turn to hide it. This, too, is a good family game.

7. Reading: Let the older child read to you while you listen for the sound. Stop him if he mispronounces it and have him repeat it after you. Praise all successes.

STUTTERING

Many beginning stutterers are unaware of their problem; therefore, feel no fear of the speaking experience. You, as his parent, need to:

1. not stop your child in mid-sentence and ask him to slow down.

2. not tell your child to think about what he is going to say before he speaks.

These things tend to make him aware of the problem.

To help your child develop confidence you need to ask yourself the following questions:

1. Are you or others around him excitable?

2. Do you lose your temper?

3. Does anyone ever mock or make fun of him?

4. Do you compare him with other children?

5. Do you try to discipline him with shame?

6. Do you do things that he could do for himself?

7. Do you encourage him to depend on you?

8. Do you cause jealousy by praising and upholding another child as a model?

9. Do you discuss his speech difficulties in his presence?

10. Do you let him get over excited?

11. Do you ever try to "scare" him into doing what you want?

12. Do you "nag" often?

13. Do you speak for him?

14. Is your pride hurt because your child stutters?

15. Are you consistant with your discipline?

16. Do you ignore his stuttering?

17. Do you give him plenty of time to talk?

18. Do you listen?

If you can answer "No" to all but the last four questions, you are providing the environment most helpful in eliminating the child's difficulty.

HEARING

A hearing problem could be indicated:

1. if your child has many earaches.
2. if he turns his head to one side apparently to hear better.
3. if he usually fails to turn toward a loud sound.
4. if he has very little speech or it is hard to understand.
5. if he is inattentive.

A doctor can help to determine if a hearing test is needed.

Should the hearing tests show a loss of hearing, you will need a plan for help.

1. Contact your public school. They may be able to recommend a therapist.
2. Contact: John Tracy Clinic
   806 West Adams Boulevard
   Los Angeles, California 90007

   for their correspondence course for children five years old and under.

   The twelve month course is free and offers help in lip reading, language, auditory training, and speech preparation.
3. Decide on hearing aid to use if one is recommended.

Listed here are a few things you can do to help him learn speech more easily.

1. Teach him he must always watch the speaker's face. (This way he may teach himself to lip read.)

2. Use short sentences (two to five words) when talking with him.

3. Talk to him during all daily routines such as:

    1. bathing

    2. dressing

    3. eating

    4. shopping

    5. driving

4. Speak clearly, but do not over emphasize your mouth movements.

5. Keep a weekly diary on your child's speech progress.

Parents, speech development is slow. You must not expect your child to learn speech as a normal hearing child can.

He may not hear if his back is turned.

He may not hear if he is not looking at your mouth.

He may not hear you in the dark.

If other people, (teachers, baby-sitters, etc.)are with him a great deal, explain the hearing loss to them. Show them the hearing aid and the way it works.

Remember he needs more rest than most children because of the effort needed for him to hear.

CONCLUSION

Parents, be happy with your child. He wants to please you and needs your support. Smiles and praises from you will accomplish many good things.

Remember, your child is using the best speech pattern he has at this time.

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